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ABSTRACT

The first part of this issue of the newsletter reprints an English article summarizing the development of performance contracting in U. S. schools. The second part contains extracts from the educational press of twelve European countries. Extracts in English describe possible new post-secondary educational institutions in Austria; the status of extension of Danish compulsory education; possible consequences of a Bavarian Higher Education law which could conflict with the Federal proposals, and summarizes Federal-Lander cooperative school experiments in Germany; Dutch measures to stimulate educational innovation; the introduction of "middle schools" in years 10-12 of Norwegian schooling; the new Adult Education Bill in Sweden; and British reports on educational and cultural links with Europe, the rising cost of education, trends in reading standards, and projections for university development. Articles in French describe intended reforms of higher technical education and the pact which aims at reducing discrimination in school systems in Belgium; summarize the effects on universities of the third Spanish development plan; describe French legislation concerning reform of the first cycle of secondary education, professional aptitude certificates, and correspondence classes; summarize recent Italian educational legislation; and outline architects plans for future Swiss schools. (AL)

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CAN THE NEW EDUCATIONAL INDUSTRY SOLVE THE PROBLEMS OF THE SCHOOL?

The Rand Corporation, the celebrated American think-tank, has recently published a detailed study of five school systems which used performance contracts with private consultant firms. The study concluded that while scholastic gains were not spectacular, they were "respectable". The methods employed by the contractors, it said, often represented much needed innovations in teaching methods and materials, although not all of these were unqualified successes either.

In the USA the public school system has been the target for criticism for some time now. In many inner city districts the functional illiteracy rate (the inability to read, while recognising words and letters) among secondary school graduates is well over 25 per cent. Attendance is irregular and the drop-out rate is high. Many performance contracts have been let in these inner city districts where the task has been to teach basic skills - reading and mathematics.

Perhaps the most successful of the performance contracts is the one between the Banneker School in Gary, Indiana, and Behavioural Research Laboratories of Menio Park. The BRL project has two distinct advantages over the standard performance contract - it has a long-term contract (four years) while most other projects cover one academic year, and it is responsible for an entire school.

The BRL project represents approximately $ 2.6 million for the four years, if BRL is successful in teaching the 800 or so pupils. For each child advancing at least one grade level a year for three years BRL will receive an estimated $ 2,400 (or about $ 800 annually). Payment for the fourth year of the contract is not based on performance contracting, and during that year BRL will turn the school back to the public administration.

The exact per pupil payments to BRL are based on the average per pupil cost for Gary schools as a whole during the preceding academic year. With this money BRL hires teachers and furnishes supplies and instructional materials. It even pays rent for the school building. BRL, like other performance contractors in education, spends more on instructional materials than did the original school system. But it compensates for this added expense by reducing the teaching staff, supplementing it with part-time teachers' aids, many of whom were concerned parents interested in improving school standards. BRL pays its aids about $ 4,000 a year for part-time work as compared with the average teacher's salary in Gary of $ 10,000.

According to tests for the first year 73 per cent of the pupils at the all-black school reached or exceeded national norms in reading and maths. Under the old system 75 per cent of the pupils tested below national norms in these subjects.

Some of the performance contracts, however, have run into difficulties. Dorsett Educational Systems, for example, agreed to conduct a drop-out prevention programme for Texarkana, a town on the Texas-Arkansas border. The pupils in the programme spent two hours a day in Dorsett's Rapid Learning Center (RLC), which was a special mobile home unit. They received various types of "incentives" for doing well, which ranged from trading stamps to records and a top prize of a television set. Test scores seemed very encouraging until it was learned that Dorsett instructors had been "teaching-to-the-test" - drilling pupils in the precise questions which appeared on evaluation tests. As a result Dorsett was replaced and the five-year operation was continued with Educational Development Laboratories, a division of McGraw-Hill.

Many of the companies reap little, if any, profit from the contracts. But they have used the publicity they have received to push their programmed learning methods and educational supplies and materials into the limelight. Some have found that they have been able to sell their learning systems to a school district as the result of one contract. Others have used the publicity to promote the company itself.

One of the biggest problems with performance contracting has been that of how to measure progress accurately. Critics have long questioned this aspect of performance contracting, and have suggested that the need for easy measurability will place a greater stress on "skills" and sacrifice the creative aspects of education such as the arts and social studies which are difficult, if not impossible, to measure. In most programmes this has indeed been the case, for they have been remedial and therefore skill-oriented.

Most programmes, too, have had difficulty in adapting their methods to challenge bright pupils or above-average achievers.

However, while critics felt that the new methods would be very impersonal, precisely the opposite has been the case. The use of programmed learning aids has personalised and individualised teaching, allowing each child to progress at his own speed. In some instances there was far more individual attention given with the new methods than the student received under traditional classroom practices.

Strong opposition to performance contracts has come from teachers' unions whose members feel threatened by the changes. The question of merit pay for teachers, a logical extension of the performance contract, is often enough to bring the house down.

In spite of the opposition to performance contracts in education, and valid criticisms of their methods, they are giving experimental techniques and technological advances a chance in a system which has long resisted these changes.

37.014.543 (73) Financial Times, 2-III-1972

PART TWO/DEUXIEME PARTIE

AUSTRIA : NEW POST-SECONDARY INSTITUTIONS UNDER DISCUSSION

To develop new institutions of post-secondary education, in particular for technical, economic and social studies, in a five-year experimental phase, is the aim of a Bill which the Federal Ministry of Education and Arts has recently submitted to the authorities and organisations concerned for their opinion. If the Bill obtains the necessary two-thirds majority in Parliament, the experiments will be carried out between 1972/73 and 1976/77. The Bill, known as the "Fifth School Organisation Amendment Bill" follows and supplements the general education reform programme of the Fourth Bill (cf. News-letter 2/71).

The new post-secondary institutions will be within the competence of the school authorities although they are at post-secondary level. Their objective is to offer attractive, short, vocationally oriented studies to secondary school leavers who in Austria, as in most other European countries, tend to overcrowd the universities for lack of viable alternatives. At the same time the new institutions will provide an opportunity for graduates of technical schools to continue their studies at post-secondary level : it is thereby hoped to increase attendance at such schools which, at present, cater for only one third of the secondary school population, a figure which, according to the forecasts, may decrease to one fourth at the end of the seventies. This is held to be contrary to the interests of industry and society at large which is faced with a surplus of graduates of university and classical grammar schools and a shortage of qualified personne at the intermediate, "technician" level.

The following new institutions are foreseen :

- Colleges ('Akademien') for graduates of general secondary schools who have obtained the leaving certificate ('Reifeprüfung') : These colleges will offer courses of 2-3 years duration in technical, economic or social studies. Periods of practical work may be included in the study course which will lead to a leaving examination and a corresponding diploma.
- Courses ('Kollegs') for graduates of general upper secondary schools : These courses will offer the programmes of the various upper technical secondary schools and be of 1-2 1/2 years duration concluding with a leaving certificate. Furthermore, there will be upgrading courses for graduates of lower technical or commercial schools to obtain in 2-3 years the leaving certificate of the upper technical secondary school, and specialised courses of up to 1 1/2 years for adolescents who have concluded their apprenticeship or attended vocational schools and want to continue or supplement their training.

The programme of these colleges and courses will also be offered to adults already in gainful employment, in the form of sandwich courses, correspondence courses or evening classes.

Furthermore, the Fifth Bill proposes the creation of Training Colleges for vocational and technical school Teachers to parallel the already existing two-year colleges for primary school teachers.

The Austrian Vice-Chancellors Conference welcomed the courses envisaged in the field of vocational and technical education, but opposed the post-secondary courses, in particular the colleges for graduates of upper secondary schools and the training colleges for vocational and technical school teachers. Their spokesman pointed to the university studies of shorter duration with have already been introduced successfully in various technological courses. He claimed that all graduates of upper secondary schools should continue their studies at the universities which were prepared to offer new short-cycle courses also in fields outside the traditional university studies. Finally, he underlined that separate post-secondary institutions are not "cheaper" than universities and tend, as a rule, to press for integration into the universities.

377.6 (436) Informationsdienst für Bildungspolitik und Forschung, 15-III, 1-IV-1972 ; v. M.

BELGIQUE : LA REVISION DU PACTE SCOLAIRE - VERS L'ECOLE PLURALISTE ?

En avril, les chefs du gouvernement et les partis de la majorité se sont réunis pour examiner, entre autres questions, la convocation de la commission nationale du Pacte scolaire, réclamée depuis quelque temps, surtout par l'enseignement libre. Le gouvernement a inscrit l'adaptation du Pacte dans son programme : il s'agit essentiellement de mettre fin à toute discrimination dans tous les réseaux scolaires avant le 1er septembre 1972. Rappelons que le Pacte scolaire, charte fondamentale qui date de 1958, est une convention passée entre les trois principaux partis politiques de l'époque, destinée à équilibrer les différents réseaux scolaires existant en Belgique, à savoir : l'enseignement d'Etat et des communes ou provinces dans les différentes régions linguistiques et l'enseignement libre (catholique).

Alors que l'enseignement libre compte environ 1.350.000 élèves contre 950.000 élèves dans l'enseignement public laïc (400.000 dans les écoles d'Etat et 550.000 dans l'enseignement communal et provincial), il existe certaines discriminations, notamment en matière de subsides aux constructions scolaires et de la concertation en politique éducative, entre l'enseignement public et l'enseignement libre.

Les revendications de l'enseignement libre portent tout d'abord sur la concertation au moyen d'un conseil national d'éducation composé surtout d'enseignants ; ensuite sur des conditions matérielles comme l'égalité des traitements des enseignants, qu'ils appartiennent à l'enseignement libre ou public, et enfin sur les subsides pour les constructions scolaires. Le directeur du secrétariat de l'enseignement libre a rappelé à ce sujet que si les écoles catholiques demandent les mêmes avantages et les mêmes subsides que les écoles de l'Etat, elles offrent en retour à la communauté nationale tout un patrimoine de bâtiments scolaires. On cite en exemple l'université belge, qui compte quatre établissements libres (deux à Louvain et deux à Bruxelles), et dont le financement est partiellement garanti par l'Etat.

La solution attendue de la réunion de la commission nationale du Pacte scolaire pourrait éventuellement s'inscrire dans la perspective de l'école pluraliste. Cette idée fait son chemin, mais sans doute n'est-elle pas encore mûre. Le démarrage de l'école pluraliste pourrait s'effectuer par la juxtaposition de deux ou plusieurs établissements, avec un même pouvoir organisateur paritaire au sommet. L'école pluraliste serait gérée par la communauté qu'elle sert, ce qui suppose un groupe organisateur comprenant des délégués des pouvoirs organisateurs, du personnel de direction, des enseignants, des élèves et des milieux extérieurs. L'enseignement de l'école pluraliste devrait maintenir le respect des convictions religieuses et philosophiques, ainsi que la liberté pédagogique, mais il serait fait application de la pédagogie de la recherche

et non du principe de neutralité. L'organisation administrative de l'éducation nationale, qui pose actuellement de grands problèmes, serait ainsi décentralisée, et les écoles y gagneraient une plus grande souplesse de gestion et une ouverture à la participation.

A l'heure actuelle, les principes sur lesquels pourrait se fonder l'adaptation du Pacte scolaire peuvent être résumés ainsi : libre choix de l'école par les parents, aide effective à toutes les formes reconnues valables d'enseignement, gratuité et démocratisation de l'éducation, et un "planning" qui domine l'ensemble des réseaux.

37.014.525 (493) Le Soir, 7/8/15-III-1972 ; J.J.

BELGIQUE : REFORME DE L'ENSEIGNEMENT TECHNIQUE SUPERIEUR

Le gouvernement a approuvé début avril le projet de loi présenté par les ministres de l'Education portant sur la réorganisation des études d'ingénieur technicien. Ce projet, élément de la réforme de l'enseignement supérieur non-universitaire (cf. News-letter 1/70), prévoit dès la rentrée de septembre 1972, deux enseignements distincts :

- l'un, de type court (2 ou 3 ans), délivrera le diplôme de gradué de l'enseignement supérieur technique. Un arrêté royal fixera prochainement la durée exacte de ces études. Ce cycle, dit court, sera accessible aux détenteurs d'un diplôme de l'enseignement secondaire ;

  l'autre, de type long (4 ans), décernera le diplôme d'ingénieur industriel. Seuls les étudiants possédant le certificat d'aptitude à l'enseignement supérieur ("examen de maturité" en plus du diplôme de l'enseignement secondaire) y seront admis. Ce cycle, dit long, permettra d'obtenir les diplômes de candidat ingénieur industriel (après 2 ans) et d'ingénieur industriel (après 4 ans). Six sections seront créées dans chacun des deux cycles : mécanique, technique, construction, énergie nucléaire, chimie, électrotechnique. Les diplômés bénéficieront d'un statut comparable à celui dont jouissent les diplômés de l'enseignement supérieur technique des autres pays de la Communauté européenne.

Un effort de rationalisation tendra également à limiter le nombre d'écoles habilitées à octroyer les titres mentionnés ci-dessus. Le Pacte scolaire ayant entraîné la création de nombreuses écoles, il en est résulté une certaine dévaluation des diplômes vis-à-vis de l'extérieur. Le nombre de ces écoles a donc été limité à vingt-cinq : dix relevant de l'enseignement libre et quinze dépendant des pouvoirs publics. Certaines écoles pourront compter jusqu'à cinq sections. Ceci permettra de revaloriser les diplômes de l'enseignement technique supérieur, et de répondre à la revendication d'un nombre croissant d'étudiants, insatisfaits par les diplômes actuels.

La formation universitaire d'ingénieur civil, après des études de six ans, ne sera pas touchée par cette réforme.

378.6 (493) Le Soir, 18/22-IV-1972 ; A.A.

DENMARK : EXTENSION OF COMPULSORY EDUCATION

The Minister of Education, Mr. K. HEINESEN, recently presented a Bill to Parliament proposing that the eighth school year should become compulsory as from autumn 1972/73, as was requested by the Parliamentary Resolution of 1969 on the reform of the Danish school system (cf. News-letter 6/71). There is some doubt, however, whether the Bill can be enacted before the summer recess of Parliament. Criticism has also been expressed over the fact that the Bill does not contain provisions for those structural changes which were foreseen three years ago.

The Minister pointed out that the Bill represented the third phase of the reorganisation of basic schooling (primary and lower secondary). The first step was taken in February 1970 with a new law on school administration and the second in May 1970 by introducing reforms which created the basis for the further development of special education.

The proposal, which is now before Parliament, sets the stage for closer co-operation between parents, pupils and teachers, and gives added incentive to the efforts to help pupils who have difficulties in adjusting to daily school life. The primary purpose of the Bill, however, is to extend compulsory education to eight years in 1972/73 and to nine years from 1973/74 on, as was foreseen in the 1969 reform programme.

The present Bill does not propose any changes in the objectives, structures and curricula of the primary school, and it is unlikely that proposals to this effect will be made before 1973. The Minister explained this by stating that there had not been sufficient time, following the change of government, to work out this part of the reform programme in detail.

The Minister added that the parents of children whose compulsory period of education is to be extended this autumn will soon be informed whether the class their children will attend will officially be regarded as the eighth form of primary school, or as the first form of a lower secondary school. Those schools which since 1970 have been experimenting with combined classes in Danish and the so-called "guidance" or "orientation" subjects of the eighth and ninth school year, will have the opportunity of continuing this work and of extending it to the tenth school year.

The Bill, on which a number of Members of Parliament have expressed varying views, has received its first reading, and is now under scrutiny by the Parliamentary Education Committee.

The eighth, ninth and tenth school years in Denmark correspond to the age groups of 14/15, 15/16, 16/17 years. It should be pointed out in connection with the extension of compulsory education, that voluntary attendance at this level is already rather high : at present about two-thirds of the relevant age groups continue their education beyond the compulsory stage.

37.014.14 (489)

Nordisk Kantakt, 4/1972 ; T.E.

ESPAGNE : L'UNIVERSITE ET LE TROISIEME PLAN DE DEVELOPPEMENT

Pendant les quatre années à venir, le troisième plan de développement économique et social (1972-1975) comporte l'application progressive de la Loi générale de l'Education de 1970 (cf. News-letter 2 et 4/70). Ce nouveau système d'éducation s'insérera ainsi de façon définitive dans les changements déjà amorcés pendant les années 60. A partir de l'année 1972/73, la Loi générale de l'Education s'étendra à l'université : en octobre prochain, commenceront les cours du premier cycle des facultés et écoles techniques supérieures, prévus par la loi, et en 1975/76 la réforme aura touché tous les cycles de l'enseignement supérieur.

Les principaux objectifs du plan de développement dans le domaine de l'enseignement supérieur sont les suivants :

- créer six nouvelles universités (Córdoba, Málaga, Santander, université d'Estremadoure, nouvelle université de Madrid et université nationale d'éducation libre à distance), des facultés universitaires (à Alicante, Cádix, Palma de Mallorca), et des écoles supérieures d'architecture (La Corùna, Las Palmas de gran Canaria) ;
- créer les nouveaux postes d'enseignement nécessaires pour couvrir les besoins de cette extension de l'université et augmenter le nombre des enseignants afin d'arriver à une meilleure proportion enseignants/étudiants ;
- fournir le matériel pédagogique selon les besoins de chaque centre d'enseignement supérieur.

Le plan prévoit, pour les quatre années à venir, l'intégration progressive à l'éducation universitaire des études menant aux professions de l'enseignement de l'architecture, du génie technique, des beaux-arts, de la musique et de l'art dramatique, du journalisme et des langues ainsi qu'aux professions para-médicales. Cette expansion et celle des facultés et écoles supérieures déjà existantes laissent prévoir pour 1975/1976 un nombre d'étudiants de 329.980 (en 1970 : 180.000 environ).

Nombre d'étudiants : prévisions pour 1975/76

Facultés :	211.237
Ecoles techniques supérieures :	65.314
Technologie :	27.782
Beaux-arts, musique, art dramatique :	1.009
Total :	329.980

Cela suppose évidemment que le nombre de postes d'enseignants et les crédits augmentent considérablement dans les années à venir.

37.014 : 378 (460) Gaceta Universitaria, avril 1972 ; J.J.

FRANCE : REFORME DU PREMIER CYCLE SECONDAIRE

M. Olivier GUICHARD, ministre de l'Education nationale, a annoncé début mars de aménagements importants à l'organisation du premier cycle secondaire. Il s'agit, d'une part, des modalités d'entrée en sixième (première classe du secondaire) et d'autre part de la réforme des classes pratiques. Par rapport à la situation antérieure, on note les modifications suivantes :

Entrée en sixième

Il ne s'agit plus simplement de décider de l'admission en sixième, mais de donner une orientation pédagogique à tous les élèves à l'issue du cycle élémentaire. Cette nouvelle perspective conduit à examiner le cas de chaque élève en âge de quitter le cycle élémentaire qu'il soit ou non au cours moyen deuxième année (dernière année du primaire). La coordination étroite entre la commission d'admission dans le premier cycle et la commission médico-pédagogique devrait permettre à chaque élève de bénéficier du type de pédagogie qui favorisera au mieux son adaptation.

Une commission d'admission dans le premier cycle secondaire existe actuellement au niveau départemental. A l'avenir, il sera créé une commission de circonscription et, partout où, en application de la carte scolaire l'établissement de premier cycle accueille tous les élèves d'un secteur, une sous-commission de secteur qui rassemblera l'inspecteur départemental, le chef de l'établissement d'accueil ainsi que des enseignants de cet établissement et des écoles élémentaires d'où sont issus les élèves. Apporteront leur concours aux enseignants membres de cette instance, un conseiller d'orientation, un psychologue scolaire, un médecin et une assistante sociale. Trois représentants des parents d'élèves y siègeront également.

La procédure d'orientation s'effectuera en deux étapes. La première étape comporte notamment une information des parents, la constitution des dossiers et la réunion des commissions compétentes. En premier lieu, la commission de circonscription ou la sous-commission de secteur prend la décision de passage en sixième ou du maintien dans le cycle élémentaire. La famille peut faire appel de cette dernière décision ; l'élève est alors soumis à un examen et, au vu des résultats, une commission départementale décide du maintien dans le cycle élémentaire ou de l'admission en sixième. En second lieu, pour chaque élève déclaré admis, la commission élabore un avis détaillé et complet concluant au type de pédagogie - I, II ou III - jugé le plus favorable à son adaptation (c'est-à-dire groupement des élèves par niveau et par but à atteindre : enseignement classique, moderne ou pratique).

La seconde étape s'étend sur le premier trimestre de l'année de sixième. Répartis provisoirement dans les sections I, II ou III en fonction du type de pédagogie indiquée par la commission, les élèves sont observés pendant ce trimestre. Le bilan des observations du conseil de classe permet de s'assurer si le type de pédagogie correspond bien aux besoins de l'élève et d'opérer, le cas échéant, les ajustements nécessaires. Seront également examinées les demandes de changement présentées par les familles, mais c'est le conseil d'orientation qui se prononcera en définitive.

En ce qui concerne les élèves issus de l'enseignement privé, l'attribution de bourses et l'admission dans le premier cycle des élèves de l'enseignement privé sous contrat s'effectuent dans les mêmes conditions que pour les élèves de l'enseignement public. A la commission d'admission dans le premier cycle ainsi qu'à la commission départementale participent des représentants de l'enseignement privé sous contrat. Les élèves de l'enseignement privé hors contrat sont soumis obligatoirement à l'examen d'admission.

Réforme des classes pratiques

Lorsqu'ils furent créés en 1963, les C.E.S. (Collèges d'enseignement secondaire) répondaient au double souci d'assurer, de façon cohérente et dans un même établissement, la scolarisation, jusqu'en fin de troisième (âge de 15/16 ans), de tous les enfants d'un même secteur, et de donner à chacun, quel que soit son milieu social, les mêmes chances de scolarité. Tous les enfants ne possédant pas les mêmes aptitudes et tous ne progressant pas au même rythme, une pédagogie différenciée était nécessaire, ce qui conduisit à trois types de sections : les sections I et II qui accueillaient les élèves paraissant mûrs pour bénéficier de l'enseignement secondaire et les sections de type III (classes de transition 6e et 5e et classes pratiques 4e et 3e) accueillant les élèves qui présentaient un retard scolaire plus ou moins important et ne semblaient pas pouvoir suivre un enseignement secondaire long.

Les critiques à l'égard de ces classes ont été nombreuses. On a notamment reproché aux classes de transition de ne pas jouer leur rôle, le nombre d'élèves réorientés vers les sections de type II étant insuffisant. Il fallait donc offrir aux élèves, entrés à 12 ans en 6e III, d'autres possibilités de réorientation. Plusieurs mesures ont été prises à cette fin :

- Création des classes de quatrième et troisième de type II aménagées qui constituent essentiellement une passerelle entre l'enseignement de type III et l'enseignement de type II. Elles accueilleront les élèves issus des classes de 5e III, de 5e II, éventuellement de 5e I pouvant suivre des études de premier cycle secondaire en bénéficiant d'un enseignement de soutien, pendant deux années, dans les disciplines fondamentales : français, mathématiques, langues vivantes. Ces classes seront implantées dans les C.E.G. (Collèges d'enseignement général) ou les C.E.S. (Collèges d'enseignement secondaire).

- Maintien des C.A.P. (Certificats d'aptitude professionnelle) dont la suppression avait été envisagée. Les élèves âgés d'au moins 14 ans et dont les aptitudes, le niveau scolaire et les goûts permettent d'envisager dès cet âge l'admission dans un enseignement technique ou professionnel auront la possibilité de préparer cet examen, en trois ans, dans un C.E.T. (Collège d'enseignement technique).

- Création de classes pré-professionnelles de niveau qui accueilleront à l'issue de la 5e III, les élèves de 14 ans dont l'admission en 4e de type II aménagée ou en première année de C.A.P. ne peut être, à ce moment, envisagée. Organisée en groupes de niveau, cette classe permettra à des élèves dont les aptitudes intellectuelles, les qualités physiologiques et psychologiques et le niveau scolaire sont différents, de consolider leurs connaissances de base (français, mathématiques, sciences et technologie). Ce sont essentiellement des classes d'observation et d'orientation dans lesquelles seront développées des activités manuelles variées et où l'éducation physique aura une place au moins équivalente à celle qu'offrent les autres sections. Ces classes seront implantées dans les C.E.T. (Collèges d'enseignement technique), C.E.S. (Collèges d'enseignement secondaire) ou C.E.G. (Collèges d'enseignement général) et les élèves y auront le statut d'élèves de l'enseignement technique. A l'issue de ces classes, les élèves âgés de 15 ans seront admis soit à la préparation au C.A.P. (Certificat d'aptitude professionnelle) ou au C.E.P. (Certificat d'éducation professionnelle), soit dans une classe préparatoire à l'apprentissage.

- Création de classes préparatoires à l'apprentissage qui accueilleront les élèves âgés de 15 ans issus soit directement des classes de 5e ou de 4e, soit des classes pré-professionnelles de niveau. Ces élèves devront déjà être motivés pour un métier déterminé et si possible avoir fait choix d'un employeur en vue de l'entrée en apprentissage l'année suivante à l'âge de 16 ans. Ils auront dans ces classes le statut d'élèves de l'enseignement technique. L'enseignement dispensé sera de caractère alterné : enseignement général (1/3 à 2/3 de l'horaire) et stage en entreprise (1/3 à 2/3 de l'horaire). Pour que les objectifs de ces classes généralement implantées dans les C.E.T. (Collèges d'enseignement technique) soient plus facilement atteints, elles pourront être pédagogiquement intégrées aux Centres de formation des apprentis dont la généralisation est prévue par la loi du 16 juillet 1971 (cf. News-letter 4/71).

37.014.3 : 373.5 (44) Ministère de l'Education nationale, Service de Presse, 1/2-III-1972; C.P.

FRANCE : CERTIFICATS D'APTITUDE PROFESSIONNELLE PAR UNITES CAPITALISABLES

Quinze collèges d'enseignement technique (C.E.T.) ont été choisis pour expérimenter, à partir de la rentrée prochaine, un mode original de délivrance des diplômes. Les élèves de ces collèges prépareront, en effet, leurs certificats d'aptitude professionnelle (C.A.P.) selon le système dit des "unités capitalisables". L'expérience doit être progressivement étendue à tous les collèges d'enseignement technique. Parallèlement, le contrôle continu des connaissances sera instauré dans ces établissements.

Le système des unités capitalisables - déjà appliqué à l'échelon national en faveur des adultes pour quelques C.A.P. - consiste à découper le contenu d'un enseignement et de l'examen qui le sanctionne, en un certain nombre d'unités d'importance relativement modeste. L'intérêt des unités capitalisables est de remplacer le système classique d'examens - réussite ou échec - par un nouveau système grâce auquel l'élève parviendra généralement à obtenir quelques "unités", c'est-à-dire quelques fractions de son examen dont il gardera le bénéfice pour l'avenir : l'élève sera diplômé quand il aura obtenu la totalité des unités nécessaires.

Les avantages de ce système sont manifestes : d'une part chaque élève peut aller à son rythme et doser son acquisition de connaissances en fonction de ses capacités intellectuelles ou des possibilités de son emploi du temps ; d'autre part, il permet à chacun de reprendre à tout moment une formation interrompue sans perdre le bénéfice de ses acquisitions antérieures. Pour ces deux raisons, la délivrance des diplômes par unités capitalisables est appelée à un grand avenir, notamment dans le domaine de la formation professionnelle et de l'éducation des adultes.

Ainsi, la France où a pris naissance la nouvelle conception d'éducation permanente est-elle aussi le premier pays européen à réaliser un programme concret d'une telle éducation qui doit se fonder principalement sur un système d'unités capitalisables et de contrôle continu des connaissances.

371.279.8 : 377 (44) Le Monde, 15-IV-1972 ; C.P.

FRANCE : REGLEMENTATION DE L'ENSEIGNEMENT PAR CORRESPONDANCE

La lutte contre les pratiques abusives de certaines entreprises privées d'enseignement par correspondance entre dans une nouvelle phase. La loi du 12 juillet 1971 (cf. News-letter 2/71) a déjà interdit la publicité mensongère ainsi que le démarchage à domicile ; elle a posé également les principes d'une réglementation sévère de la profession. Cette réglementation, encore à l'état de projet, comprend trois textes qui ont été récemment soumis au Conseil supérieur de l'Education nationale. Certaines des dispositions prévues vont imposer de nouvelles obligations dont la loi n'a fixé que le principe, tandis que d'autres précisent des règles qui se sont appliquées dès sa promulgation.

Publicité : L'un des projets de décret prévoit que toute publicité devra faire l'objet d'une demande déposée en triple exemplaire au rectorat de l'académie, avec description exacte de sa teneur complétée par des reproductions photographiques. Devront être aussi indiqués tous les moyens de diffusion envisagés, notamment la liste complète des organes de presse destinés à servir de support et leurs dates d'utilisation.

Démarchage : Là loi de juillet 1971 a interdit le démarchage, défini comme "le fait de se rendre au domicile des particuliers ou sur les lieux de travail pour provoquer la souscription d'un contrat d'enseignement". Pour assurer qu'on ne continuera plus à extorquer des contrats, le projet de décret prévoit qu'ils devront être conclus par correspondance. Le contrat ne pourra être signé qu'au terme d'un délai de six jours francs après sa réception et le projet en sera adressé au souscripteur éventuel par lettre recommandée ou par tout autre moyen présentant des garanties équivalentes pour faire foi de la date de réception. De plus, toute personne représentant une firme d'enseignement par correspondance "est tenue de remettre à la personne visitée un document écrit, comportant ses nom, prénom, qualité, le motif exact de sa visite ainsi que l'indication de la dénomination et du siège de l'établissement ou de l'organisme pour le compte duquel elle agit".

Contrats : Le projet de contrat devra notamment préciser "le caractère et la périodicité des devoirs, exercices, travaux ou tâches, qui seront proposés à l'élève, ... comment seront assurés le service d'assistance pédagogique, les méthodes utilisées, le caractère et la fréquence des corrections, ... les nom, prénom et qualité de l'enseignant responsable ou de chacun des enseignants responsables de la formation de l'élève". Au projet de contrat sera obligatoirement annexé "un plan d'études" où sera indiqué le niveau des connaissances préalables nécessaires, celui des études et leur durée moyenne.

Contrôle : D'autres dispositions énumèrent les titres requis pour diriger un établissement privé d'enseignement par correspondance ou pour y enseigner (licence pour être professeur au niveau du second cycle secondaire long et baccalauréat au niveau du primaire). Il est également précisé que ces établissements seront soumis à un contrôle concernant, entre autres, le nombre des enseignants, leur qualification, les programmes, les méthodes pédagogiques et les corrections des devoirs et exercices.

37.018.432 (44) Le Monde, 22-III-1972 ; C.P.

FEDERAL REPUBLIC OF GERMANY : BAVARIAN BILL ON HIGHER EDUCATION

The Higher Education Frame Bill is still under discussion in the Federal Parliament's Committee for Education and Science and it has become doubtful whether it will be possible for the present Parliament to enact it before the autumn, if at all - a consequence of the still insurmountable divergence of opinion between the coalition and the opposition parties on most of the principles of the reform (cf. News-letter 4/70 and 1/72). This situation and the growing dissatisfaction of public opinion with student radicalism at a number of well known universities has led the Bavarian Minister of Education, Professor H. MAIER to publish the preparatory Bill of a Bavarian Higher Education Act. This Bill, which in April was transmitted for opinion to the eight Bavarian universities and the various colleges, is strongly influenced by the moderate conservatism of the Christian Socialists who hold the majority in Bavaria. If enacted by the Bavarian Parliament, this legislation will be difficult to reconcile with the Federal legislation under discussion and with the laws already enacted by Social Democrat majorities in Berlin, Bremen, Hesse, Lower Saxony and North-Rhine Westfalia.

Main characteristic of the Bavarian Bill is the absolute majority of professors in all university bodies. In the Senate and in the Assembly the ratio of representatives of professors, assistant professors, lecturers, students and the technical personnel will be 6 : 1 : 1 : 2 : 1 and in the Department Councils 7 : 1 : 1 : 2 : 1. The traditional Students Councils (ASTA) will be dissolved. Students will be allowed to form voluntary associations if these adhere to liberal and democratic principles, report annually on their activities and supply details of their finance. Student power will thus be outlawed. "It is necessary to draw the lesson of the years of illusion", said Professor MAIER, "and to re-establish the university in its role as a centre of study and research."

The Bill underlines the urgency of a systematic reform of study courses which, although a subject of endless debate, has not yet led to concrete results. Syllabuses must be overhauled, a new balance between short-cycle, long-cycle and recurrent studies must be established and the tendancy opposed to abolish or weaken the examination system, states the Bill. It authorises the Ministry to set up study reform commissions, composed of representatives of the universities, to elaborate recommendations on the various study courses and examinations and obliges each university or college to issue regulations pertaining to courses and examinations for its academic degrees. Students who do not pass their examinations within the prescribed time limits, may be excluded from further study.

Furthermore, the Bill contains disciplinary stipulations for students, ranging from reprimand to rustication for a period of four years, in cases of rioting and violence on university premises.

The Bill stresses the role of the university in fundamental and applied research. In future, universities should issue detailed reports, at two-year intervals, on their research activities. In addition, the universities are asked to co-operate in university planning. Each university should elaborate a five-year development plan which it should keep constantly under review. The plan should list the priorities for research and the study programmes to be offered. It should indicate the foreseeable training capacity and maximum intake of

students in the various study fields and contain the draft budget for the quinquennium in question. On the basis of these individual development plans the Government will elaborate the five-year plans to be submitted to the Land Parliament, concerning all Bavarian universities and colleges.

The Bill adheres to the new conception of the comprehensive university under which individual institutions of post-secondary education may merge into one institution (integrated university) or co-operate closely in research and/or study, thus achieving a higher degree of diversification (co-operative university)

The university organisation, envisaged in the Bill, is as follows :

- Universities may choose between electing a president who must posess an academic degree and at least ten years experience in academic life, industry or administration or a collegiate presidency composed of a full-time chairman and four members of whom at least three must be professors. The president's tenure of office is six years. He chairs the Assembly and the Senate and may veto their decisions if they are unlawful.
- The Assembly, which may have up to 159 members, elects the president and his deputy (ies), or the members and the chairman of the collegiate presidency.
- The Senate deals with all current academic and administrative matters. It elects the members of the Standing Committees which may be constituted, in particular for matters pertaining to study courses, to research and to planning, construction and finance.
- The traditional faculties will be replaced by departments (the number of which is limited to 18 for the big universities) under the direction of department councils.
- In all these bodies the professors have, as already mentioned, the absolute majority. The public is not admitted to the meetings of these bodies, except for the Assembly's sessions. Vacant chairs have to be put up for public competition and the proposals which are submitted to the Ministry for appointment (since chairholders are civil servants) have to be made by a committee on which professors shall have a two-thirds majority. Finally, the Bill proposes a re-organisation and enlargement of the professorial body into which senior lecturers now belonging to the so-called "intermediate" staff will be integrated.

The Association of University Professors has warmly welcomed the Bill which has been strongly opposed by the Social and Liberal Democrats and by the Teachers Union.

378 : 37. 014 (430. 1) Press Release ; v. M.

FEDERAL REPUBLIC OF GERMANY : THE SCHOOL EXPERIMENTS PROGRAMME

Co-operation between the Federal Government's Ministry of Education and Science and the Länder Ministries of Education has led to the launching of a great number of pilot projects to test various school experiments and reform concepts. The projects are, as a rule, proposed by the Länder and each project is examined by the Federation-Länder Committee for Educational Planning. If it gives a positive opinion, the Federal Government participates in financing the project which is thus carried out by means of joint grants from the Federation and the Land concerned. In 1971, the Länder asked for grants totalling DM 80 million and received DM 30. 5 million. The projects thus financed include pre-school experiments, comprehensive schools of various types and pilot experiments in vocational and technical education and in teacher training. The following are some of the projects which have attracted particular attention :

- Kindergartens in rural districts : As a rule children in sparsely populated rural districts grow up without enjoying nursery and pre-school facilities which are too difficult to maintain in such areas. An experiment was therefore launched in six villages in Lower Saxony to test a new mobile form of kindergarten. Play groups of 3 - 6 year olds are organised in each village and housed in an appropriate building. A nursery school teacher visits them for half a day twice a week and for the rest of the time the groups are under the care of mothers who co-operate with and are trained by the peripatetic nursery teacher.

- Four million for Sesame Street : Another project, which does not however form part of the Federation-Länder programme, should be mentioned. The well-known TV programme for children of pre-school age "Sesame Street" produced by the "Children's TV Workshop" in the USA, was bought by German stations and will be translated and adapted with the help of a DM 4 million grant by the Federal Ministry for Education and Science. Some 200 half-hour programmes in German will be broadcast in this series as from January 1973. To date over 50 countries have decided to make use of Sesame Street.

- Comprehensive schools : At present some 80 comprehensive schools are in operation and some 120 are at the planning stage. Most of these schools are financed under the Federation-Länder programme. They cover a wide variety of experiments which range from streamed to non-streamed schools and from schools for the 10 - 15 or 16 - 19 age range to comprehensives covering the whole secondary school age range from 10 - 19.

At several of these comprehensive schools attempts are being made to integrate children of foreign workers into the normal school programme and to arrange supporting courses for them, especially in German, so that they may pass the lower and upper secondary leaving examinations together with their German class mates.

In North-Rhine Westfalia, various pilot projects concerning comprehensive schools at upper secondary level are in preparation. In six municipalities comprehensive schools which will each have some 3,000 pupils, will shortly be established. They will integrate general and technical education according to the recommendations of the BLANKERTZ Committee (cf. News-letter 1/72). At the university town of Bielefeld a comprehensive school is being planned by Professor von HENTIG and his staff to combine the upper grades of the grammar school and university courses up to the intermediate examinations. The programme of this school, which is planned for 600 pupils and will also comprise a boarding school, is centred on a common course in compulsory subjects and on optional studies in the fields of languages, mathematics, science, political and social science and the arts. The course will normally be of four years duration and its graduates may or may not continue their studies at the university, at the post-intermediate certificate level, in the optional field chosen by them.

Summing up the education debate in the Federal Parliament in mid-April, the new Federal Minister for Education and Science Mr. K. von DOHNANYL stated : "The comprehensive school is the school of the future because it allows the decision on the "life course" of our children to be postponed from their early tenth to their 15/16th years".

37.014.3 (430.1) Akademischer Dienst, 2-III-1972 ; Informationen Bildung Wissenschaft, 20-IV-1972 ; v.M.

ITALIE : LA LEGISLATION RECENTE DANS LE DOMAINE DE L'EDUCATION

Quatre lois concernant l'enseignement sont entrées en vigueur au début de l'année 1972 :

- la loi portant sur la coopération avec les pays en voie de développement, applicable à partir du 1er janvier 1972, tend à "réglementer les initiatives destinées à favoriser et à promouvoir le progrès technique, culturel, économique et social des pays en voie de développement" ;

- la loi du 30 décembre 1971, sur l'emploi des femmes ayant des responsabilités familiales : applicable à partir du 18 janvier 1972, concerne également les enseignantes ;

- l'article 1 de la loi du 24 septembre 1971 et ses directives d'orientations pour les activités complémentaires de l'école primaire et pour les enseignements spéciaux ;

- la loi du 6 décembre 1971 (N. 1074), qui porte sur deux points essentiels : l'obtention du certificat d'aptitude à l'enseignement secondaire et la titularisation du personnel enseignant et non-enseignant. Entré en vigueur le 2 janvier 1972, ce texte est de loin celui qui, actuellement, suscite le plus d'intérêt en Italie.

Avec ses 21 articles, cette loi présente, pour trois raisons, de grandes difficultés d'interprétation :

- complexité du texte qui touche à des sujets très divers,
- caractère approximatif des règles posées,
- le fait qu'il s'agit d'une loi de transition.

Cette loi ne s'appliquera que pendant trois ans. Après ce délai, le nouveau système de formation des enseignants, qui est prévu par la réforme universitaire, entrera en vigueur.

Plusieurs points méritent d'être soulignés :

L'article 1 concerne les cours normaux (par opposition aux "cours spéciaux" de l'article 5). Il est dit notamment qu'à partir de l'année scolaire 1971-1972 et jusqu'au 30 septembre 1974, le certificat d'aptitude à l'enseignement secondaire s'obtiendra, les études universitaires étant terminées, après avoir suivi des cours de formation pédagogique dont la durée ne pourra être inférieure à une année scolaire, et sous réserve d'une appréciation finale positive. A l'issue des cours, en effet, chaque candidat passera devant une commission qui contrôlera ses connaissances et son niveau de préparation. D'autres mesures ont encore été prises, en particulier pour les classes d'examen et de concours, pour l'attribution des postes et pour les cours prévus par la réforme universitaire.

Il est dit à ce sujet dans les "Projets pour l'école nouvelle" ("Piano Giallo"), que les cours préparant au certificat d'aptitude à l'enseignement secondaire pourraient favoriser une première décentralisation pour mobiliser les meilleures compétences disponibles grâce à un service pour le perfectionnement des enseignants.

Les articles 2, 3, 4 et 6 portent sur l'organisation des cours, à laquelle pourront collaborer les étudiants à l'exclusion des autres questions qui relèvent de la seule compétence du ministre de l'Instruction Publique et des membres des commissions régionales.

L'article 5 prévoit des cours spéciaux de formation pédagogique continue, de durée plus brève pour les enseignants en fonction, qu'ils soient titulaires ou non.

L'article 7 concerne la titularisation des diverses catégories d'enseignants non titulaires mais diplômés : par exemple, les candidats qui ont assuré un service pendant deux ans au moins dans les écoles d'Etat d'instruction secondaire, artistique et professionnelle, et auront obtenu une mention équivalente à "bien".

Les articles 8 et 9 prévoient, comme l'article 5, des cours spéciaux et des dispositions particulières, dans le seul secteur de l'instruction professionnelle et artistique, pour les enseignants qui n'auraient pas atteint le niveau du diplôme.

L'article 16 précise les dispositions prises à l'égard de catégories particulières d'enseignants d'éducation physique, en particulier à l'égard des non titulaires occupant un poste à temps indéterminé et pour lesquels, à partir de 1973-1974, des cours de certificat d'aptitude d'une durée de trois ans seront organisés.

L'article 20 concerne les régions où l'enseignement n'est pas dispensé en italien. Des dispositions particulières sont prises pour garantir l'équivalence des diplômes obtenus à l'étranger - en l'occurance en Autriche - pour l'exercice de la profession enseignante.

Comme dans la plupart des pays d'Europe, cette loi met en lumière une tentative concrète d'intégrer à l'enseignement traditionnel des disciplines la formation pédagogique indispensable à la revalorisation de la fonction enseignante.

37.014.3 (45) Scuola e Didattica, 15-III-1972 ; D.P.

NETHERLANDS : NEW MEASURES CONCERNING GRANTS FOR EDUCATIONAL INNOVATION

Mr. C. van VEEN, Minister of Education and Sciences, and the Educational Research Foundation (Stichting voor Onderzoek van het Onderwijs) have recently announced measures which they have taken to stimulate educational innovation by a newly created grants system.

Requests should be submitted to the Educational Experiments Commission (Commissie Onderwijskunde Experimenten), made up of Ministry officials and members of the board of the Educational Research Foundation. The Commission will decide whether a request is admissible in the light of priorities and government policy, and whether it should be scrutinized by the Ministry, or by the Educational Research Foundation, or by both at the same time. Requests for grants should be submitted one year in advance so that they may be carefully studied and financial provisions made in time.

A project, declared admissible by the Commission, must be set out according to certain directives and be accompanied by a full financial statement, when submitted to the Ministry for its decision. This decision will be taken after consultation with the Educational Research Foundation, which in its turn may have called upon the inspectorate and other experts for advice.

The setting-up, execution and financing of an experiment, approved by the Ministry, will be supervised by the Educational Research Foundation and the inspectorate. A report on the experiment shall be sent to the Minister of Education and Sciences under cover of the Educational Research Foundation and the Educational Experiments Commission.

37.012 : 378.3 (492) Uitleg 282 / 1972 ; A.A.

NORWAY : REFORM OF UPPER SECONDARY EDUCATION

A Bill proposing the establishment of a new type of upper secondary school, which at least provisionally has been given the name of "middle school", has recently been drawn up by a working group appointed by the Minister of Education. The Bill is, in all its essential aspects, based on the three reports submitted by the School Committee created in 1965, known as the Steen Committee.

The question of finding a suitable name for this new type of school, which will replace or encompass all previous types of upper secondary schools, including the gymnasium, has been the subject of considerable debate. A similar type of school was established not long ago in Sweden, where it has been called 'gymnasial school' (gymnasieskola). It was felt in Norway that this name put too much emphasis on the old gymnasium which although it is part of the new school, serves the main purpose of preparing pupils for university study. With the extension of compulsory education and the increasing development of the Norwegian comprehensive school (grunnskole), which covers both primary and lower secondary education, it has been argued that the new school will serve more and more as a link between higher education of all kinds, on the one hand, and the comprehensive school on the other, and that consequently the new school will stand more or less "in the middle". The Ministry of Education has, therefore, decided that provisionally and for present working purposes, the new school will be referred to as the "middle school" (mellemskole).

The middle school comprises all formal education, training and instruction, both vocational and general in the 10th, 11th and 12th school years, as well as education which goes beyond the 12th school year in courses at upper secondary level. Furthermore, it is proposed that the new law shall also cover part-time education and adult education which have the same or similar curricula as regular instruction in the

10th - 12th school years. It is also intended that the law shall embrace private schools and all correspondence instruction provided under private auspices. In general, the new middle school will combine such schools as the gymnasium, vocational schools, technical schools for trade and commerce, maritime schools and home economics schools, as well as a number of other specialised technical schools.

The framework of a school so extensive in scope is difficult to define. It is pointed out in the Ministry's comments on the Bill that the majority of pupils will be between 16 and 19 years of age, although a number of pupils will be older. This applies particularly to those who wish to obtain some type of adult education within the new system. For this reason it would be wrong to limit the definition of the school to this age group. The Ministry has therefore chosen to use the term 10th - 12th year level in its definition, even though a good many of the pupils will have attended comprehensive school for 10 years. Nor has the school been defined as a 3-year school, as it will be offering courses of considerable variety, allowing for various combinations and lengths of study. The school will undoubtedly continue the tradition of the Norwegian gymnasium of offering a one year concentrated course, with a strong vocational or technical bias, of the same type as the courses in economics at the commercial gymnasium for those who are preparing for the university entrance examination (studenteksamen). It will, in all likelihood, be even more common that individual pupils take two- or three-year courses of mainly vocational and technical content, and thereupon take a more general type of course lasting one or two years. For the individual pupil the school may thus provide education lasting longer than three years.

In general terms, the middle school has the aim of offering its pupils an education of both a general and a vocational nature, and thus of providing a basis for further education. Particular emphasis is laid on the endeavour to create a good working atmosphere and environment for all those who are attached to the school either as pupils, teachers or other members of its staff, for the purpose of furthering the progress and development of the individual.

The middle school will offer the following courses :

- One-year and two-year basic courses : The one-year course will combine basic vocational and general education, or provide solely a general type of education. The two-year course will have a core of general subjects, and besides offer a basic vocational education, additional general subjects, aesthetic and/or physical education.

- A more advanced course of one to three years, with the main emphasis either on vocational or general subjects.

- Shorter courses, including courses in individual subjects : As far as possible opportunities will be created for pupils to participate in the instruction of individual subjects, offered in normal courses.

All or parts of the above mentioned courses will also be organised on a part-time basis, and individual schools will have one or more streams or lines of study. A more precise description of the various types of course that may be offered in the middle school will be given in the regulations to be issued after enactment of the Bill and when the various curricula have been decided upon.

Each county shall undertake the continuous planning for the middle school within its area. Two or more counties may co-operate in implementing the educational opportunities they intend to offer. These plans shall, as far as possible, meet the entire demand for middle school education, including shorter courses and part-time education, in the various lines, while at the same time paying due regard to the needs of the labour market. The Ministry can require that plans for the development of the middle school within a specific county be submitted for its approval.

To be admitted to a middle school a pupil must normally have completed nine years of education in the comprehensive school, or have undergone equivalent education of another type. Others may be accepted in accordance with detailed regulations to be issued by the Ministry. When a pupil is admitted, a free choice of subjects should allow, as far as possible, his preference for a line of study to be met. A committee, elected by the county school authority, shall admit pupils for basic and more advanced courses, and distribute the total intake among the schools of the county.

The Bill contains certain provisions on the rights and duties of the pupils in the middle school. Furthermore, it stipulates that each school shall have a School Committee, consisting of seven members. Two of these are to be elected by the county school authority, two by the council of teachers of the school in question, two by the pupils' council and one by a council of the other personnel of the school. The headmaster of the school has the right to participate in the Committee's meetings, but he does not have the right to vote unless he is an elected member of the Committee.

The Board of Education has proposed that the main tasks of each committee be the following :

- to determine which optional subjects the school should offer, and to determine the organisation of classes and study groups ;
- to adopt rules within the framework established by the Ministry and decide on questions of discipline ;
- to determine questions relating to vacations and holidays within the established framework ;
- to make proposals and recommendations in matters which will be determined finally at a higher level (what types of study courses the school should offer, questions relating to buildings and equipment, etc.).

The final regulations on the tasks and functions of the School Committee will be issued by the Ministry after the Bill has been adopted by Parliament.

373.54 : 37.014.3 (481) Den Högre Skolen, 6/1972 ; T.E.

SUISSE : ESQUISSE D'UN BATIMENT SCOLAIRE POUR L'ECOLE DE DEMAIN

Le Conseil de la réforme et de la planification scolaire (CREPS) vient de soulever par l'intermédiaire d'un groupe de travail, le problème des constructions scolaires. Dans quelle mesure, en effet, les architectes qui élaborent des projets pour les bâtiments scolaires de demain tiennent-ils compte des besoins réels de la pédagogie ? A ce sujet, le CREPS a étudié un certain nombre de points que nous reproduisons ci-après :

Comment concevoir un bâtiment scolaire :

- qui permette divers modes de travail de la classe, donc la plus grande souplesse possible dans les méthodes ?
- qui favorise les contacts entre les maîtres et le travail d'équipe des enseignants, donc la plus grande perméabilité possible ?
- qui favorise cette ouverture sur la vie (vie de la nature, activités humaines, actualités, etc.), qui est l'un des objectifs importants de la réforme ?
- qui permette les options libres et les activités de loisirs ?
- qui permette une utilisation des techniques audio-visuelles ?

Le groupe de travail a pris l'exemple d'une école comptant 12 à 15 classes.

Les salles de classe ordinaires ne seraient pas alignées le long des corridors qui rendent difficile la communication (au sens le plus large du terme) mais groupées autour d'un bâtiment central (structure en étoile). Elles se trouveraient au res-de-chaussée et s'ouvriraient sur l'extérieur comme sur l'intérieur. Elles ne seraient pas entièrement vitrées, l'excès de lumière fatiguant les élèves et les trop larges baies ne favorisant pas l'intimité de la classe.

Des portes de communication permettraient au maître de passer chez le voisin, de telle sorte que les échanges et la collaboration soient étroitement liés au travail et ne se limitent pas à des discussions en salle des maîtres. D'ailleurs l'introduction de cours à niveau et à option exigera la plus grande perméabilité possible.

La salle de classe sera tout à la fois auditoire, laboratoire, club et local d'exposition. Les élèves devront pouvoir passer très rapidement d'une forme d'activité où ils écouteront le maître

- à une autre forme d'activité où ils regarderont des diapositives, un film, une émission de TV ;
- à une autre forme d'activité où ils feront individuellement un exercice programmé ;
- à une autre forme d'activité où ils travailleront par équipes sur des documents (maître-conseiller) ;
- à une autre forme d'activité où ils discuteront d'un problème (maître-animateur) etc.

Selon la forme d'activité, l'espace devra être aussi vaste que possible, ou, au contraire, divisé en deux ou trois espaces plus restreints à l'aide de parois mobiles sur roulettes (l'insonorisation étant suffisamment assurée par le sol et le plafond). Les tables d'élèves, monoplaces, seront aisément déplaçables, mais pourront être immobilisées. Les meubles de rangement, nombreux et divers, seront mobiles eux aussi, comme l'un au moins des tableaux noirs. Il y aura des panneaux d'affichage en nombre suffisant, des plateaux et des chevalets pour les expositions.

Contigus à la salle de classe, un ou deux petits locaux, isolés phoniquement, où les élèves pourront aller, individuellement ou en équipe, faire un enregistrement, répéter une scène de théâtre, etc.

La plupart des leçons seront données dans la salle de classe : celle-ci aura donc son lot de cartes d'histoire et de géographie ; l'on pourra y projeter, à l'aide d'appareils rapidement utilisables, donc sur place, dias, films 8 mm, etc. Seront en outre à disposition rétroprojecteur, pick-up et magnétophone, peut-être un poste de télédiffusion et un récepteur de TV, éventuellement un magnétoscope.

Les salles spéciales seront aussi peu nombreuses que possible :

- une salle de sciences, à la fois auditoire et laboratoire, dotée d'un matériel mobile pouvant être transporté aisément dans les salles de classes ordinaires, de façon que le maître puisse se libérer, au besoin, des servitures de l'horaire ;
- un laboratoire de langues ;
- un atelier de travaux manuels ;
- si nécessaire, salles de dessin, de musique et de couture.

Ces salles spéciales seraient situées dans le bâtiment central, qui,lui, comprendrait plusieurs étages. L'on y trouverait aussi, outre les locaux administratifs et médicaux nécessaires :

- à côté de la salle des maîtres habituelle, un centre de documentation - bibliothèque - salle de travail pour les enseignants ;
- une bibliothèque - salle de travail et de documentation pour les élèves, et si nécessaire, un réfectoire et une salle d'étude ;
- un centre de loisirs offrant diverses possibilités au choix des élèves : coin pour la musique, coin pour le bricolage, coin pour les expériences scientifiques, coin pour le repos et la lecture, etc.

Séparée du bâtiment principal, une salle de gymnastique ; des terrains de sports.

Pour les récréations, pas de vaste préau goudronné, mais plusieurs espaces de verdure, où les élèves pourraient jouer en groupes.

371.62 (494) Educateur, 21-IV-1972 ; J.J.

SWEDEN : NEW ADULT EDUCAT'ON BILL

Adult education, which is playing an increasing role in the overall educational system in Sweden, has been an essential part of the extensive educational reforms that have been taking place over the past decade. The primary aim of adult education policy has been to enable persons with an inadequate education to raise their educational level. Since adult education has proved to be an excellent means of reaching these disadvantaged groups and thereby of promoting equal educational opportunities for all, it has received high priority in the educational reform programme.

In March, Mr. S. MOBERG, Minister without Portfolio responsible for educational and cultural affairs, presented to Parliament a Bill calling for still further extension of adult education. This is the second Bill on adult education to be presented in Sweden in less than two years (cf. News-letter 3/71).

In the financial year 1970/71 study circles in Sweden were attended by more than 1.6 million persons. In the same year special adult education courses, organised either by the national Government or local authorities, were attended by some 170,000 persons. 'Folk high schools' were attended by 30,000 students, and more than 100,000 persons received labour market training of one type or another, while nearly 11,000 participated in courses organised by the employees' organisations. The number of participants in publicly supported adult education thus totalled nearly 2 million (out of a population of some 7.8 million).

The main provisions of the new Bill are the following :

- The active recruitment to adult education, which is carried out at places of work under the guidance of a Government Committee (appointed in January 1970), should continue during the 1972/73 financial year.
- Education for shift-workers should be facilitated further by lowering the minimum number of persons required for a course to be organised.
- Special educational and occupational guidance services for adult students should be established at local government level. Increased resources should be made available for research and development purposes in the field of adult education, and representatives of adult education organisations should be appointed to the Committee for Educational Research and Development of the National Board of Education.
- The annual grant to study circles at comprehensive school level in the subjects of Swedish, English, mathematics and civics - the so-called preferential circles - should be raised to enable the educational associations to intensify their efforts to reach pupils or potential pupils. The overall financial allocations for adult education should be increased by 86 million Swedish kronor to a total of 523.3 million in the 1972/73 financial year. This represents an increase of nearly 20 per cent over the preceding year.
- During 1972/73 priority should be given to comprehensive school courses. It is suggested that upper secondary school courses be increased by 10 per cent, with special emphasis being laid on the establishment of vocational courses. It is also considered important to obtain a more even distribution of courses throughout the country.
- The Bill proposes that the number of students per course may be as low as eight in local communities, except in those communities which have an integrated upper secondary school.

The Bill also contains certain proposals pertaining to research in the field of adult education. These are largely based on recommendations made by the Committee for Educational Research and Development. The Bill suggests that a sum of 2 million Swedish kronor should be devoted to promoting research in this field in the next academic year.

374.7 : 37.014 (485) Press release : T.E.

UNITED KINGDOM : BOOSTING THE EDUCATIONAL AND CULTURAL LINKS WITH THE CONTINENT

A huge increase in spending to improve Britain's educational and cultural relations with Europe was announced in the House of Commons in early March by Mr. Geoffrey RIPPON, Britain's chief Common Market negotiator. Up to £ 6 million is to be spent through the British Council over the next four years on the programme. The Council's activities will be expanded at an extra cost of about £ 3.5 million.

Funds are to be made available to imporve links between British and European universities and to promote exchanges and meetings between British and European professors and specialists.

The Department of Education and Science will provide funds to assist European teachers to attend the Department's short courses and to enable the Centre for Information on Language Teaching, in co-operation with the British Council's English Teaching Information Centre, to function as a European centre for information in modern language teaching.

Services to be expanded include :

- Postgraduate courses : It is proposed to offer 50 fellowships a year to postgraduates from western European countries to pursue studies at British universities at a cost of £ 62,000 in 1973-74 which will rise to £ 230,000 a year, when the scheme is fully operative.

- Language : The British Council's English Language Teaching Advisory Services will be expanded. The Council will also receive £ 63,000 rising to £ 150,000 to promote an interest in British books in Europe and co-operation between European libraries, and to create science and technology information units in certain countries.

- Science and technology : Facilities for interchange will be expanded. The Royal Society will receive from the Department of Education and Science additional annual grants of initially up to £ 40,000 in 1973-74 to permit the number of fellowships made under the Western European Scientific Interchange programme to be doubled. Supplementary exchanges arranged by the British Council and the Council's scientific staff in Europe will be strengthened.

- The arts : The Council will receive an annual grant of £ 100,000 rising to £ 150,000 to support the European programmes of artistic companies and to ensure adequate British participation in major cultural events, such as the Europalia arts festival to be held in Belgium in 1973. The British Academy will receive from the Department of Education and Science a grant of £ 25,000 rising to £ 50,000 for exchanges with European countries in the humanities. It is hoped that a British Cultural Centre will be established in Paris to rehouse both the British Council and the British Institute.

- Youth exchanges : In addition to funds provided, or shortly to be provided, for exchanges with Germany and France, the British Council will receive £ 50,000 rising to £ 200,000 for grants to develop further Anglo-European youth exchanges. The Central Bureau for Educational Visits and Exchanges will also receive from the Department of Education and Science an additional annual grant of £ 7,500 to assist in the promotion of exchanges between young workers.

- Other visits : In 1972-73 grants-in-aid of £ 20,000 will be made by the Foreign and Commonwealth Office to the European Educational Research Trust for exchanges between young people, and £ 10,000 to the Federal Trust for Education and Research for its programme of European conferences. The grant-in-aid to the European Movement for the purpose of visits and exchanges will be increased to £ 20,000. A further £ 110,000 will be available to assist other organisations to promote exchanges, visits and conferences.

- Broadcasting : The External Services of the British Broadcasting Corporation will receive an annual increase of £ 35,000 in their programme funds to promote broadcasting exchanges and develop Anglo-European links.

- Discussion centre : A European Discussion Centre will shortly be established in the United Kingdom.

001.83 (41-4) The Times Educational Supplement, 10-III-72;W.F.B.

UNITED KINGDOM : THE RISING COST OF EDUCATION

In a study commissioned by the Council for Educational Advance (GLENNERSTER H. : Willing the Means. London. Council for Educational Advance), it is stated that the annual education bill for England and Wales will need to be almost doubled over the next 10 years, if moderate reforms are to be carried out.

The Council commissioned the study in an attempt to discover the cost of specific educational reforms. These included the elimination of all classes with more than 30 pupils within the next decade ; the provision of nursery education for all children whose parents wish them to attend ; the completion of comprehensive reorganisation ; the replacement of obsolete school buildings ; increased opportunities for further and higher education and the expansion of adult education. The answer given in the study is that to reach the extra £ 1,500 million needed for such reforms, the rate of expansion of educational expenditure (at constant prices) will have to rise from the present annual increase of 3.1 % to 5.4 %.

The most expensive of the reforms would be the reduction in class size. The study suggests that 182,000 more teachers will be needed by 1980 at a cost of an extra £ 280 million plus a further £ 240 million to meet the increase in population and voluntary staying on at school. Mr. GLENNERSTER also attempts to put a price on the completion of comprehensive reorganisation. Pointing out that there are still 4,000 unreorganised secondary schools in England and Wales, which are attended by 70 % of all children, he thinks a reasonable figure for adaptations and extensions would be £ 200 million. He indicates that a good deal of new building is also needed.

High though the cost of such reforms may be, Mr. GLENNERSTER is not convinced that they are unattainable. If introduced, it would mean that education would take between 8 % and 9 % of GNP, compared with about 6 % today. "If education is to remain a social service because society believes that this is necessary to ensure social unity and fair opportunities, this entails a larger public sector and rising taxes," the report says. "The educational world must have the courage to say so. Society must will the means as well as the ends."

In her speech at the annual conference of the National Union of Teachers, Mrs. M. THATCHER, Secretary of State for Education, commented on the study commissioned by the Council for Educational Advance. Referring to the cost of carrying out education policy, she took a more pessimistic view than Mr. GLENNERSTER. She indicated that education spending would have to rise by 5 % a year (in real terms) for the rest of the decade simply to maintain existing policies and standards, let alone go forward to new ones. Mrs. THATCHER pointed out that the same extra spending was needed for other social services. If all this had to be met by taxes, in her view it would require a level of public taxation which "would be totally unacceptable to the people of this country."

"How then are we to tackle the situation ?, asked Mrs. THATCHER. Certainly not by abandonning plans for the further improvement of the education service. But these measures all represent deliberate choices to give priority for advance to a certain limited number of objectives at any one time and over any one period. To make choices of this kind is never easy nor popular, since it is the essence of a choice that it involves rejecting, or at least deferring or slowing down, some very worthwhile proposals in favour of those which are given overriding priority at the time. And when a choice has to be made, existing policies and existing levels of expenditure cannot escape scrutiny."

37.014.543(41-4) Education, 31-III-1972 ; The Times Educational Supplement, 7-IV-1972 ; W.F.B.

UNITED KINGDOM : THE TREND OF READING STANDARDS

Reading standards among 11- and 15-year-olds have not improved in the past 10 years. In fact, it is highly probable that reading comprehension is lower among juniors today than it was in 1964. These are the alarming results of a recently published national survey carried out by the National Foundation for Educational Research for the Department of Education and Science (START K. B. and WELLS B. K. : The Trend of Reading Standards. Slough : NFER. 1972). The survey, the latest in the series of sequential surveys of its type which date from the first pre-war attempts to estimate levels of atteinment in reading, has aroused great interest in educational circles as it leads to the question whether there are still unknown limits to educational progress on a broad scale.

Juniors : Reading standards among 11-year-olds would seem to be the same today as they were in 1960. The improvement detected in a 1964 survey has vanished. Examining changes in terms of percentiles, the authors note that the decline in standards in the middle of the ability range is greater than the drop at the upper and lower limits. The median child in 1970 is 6 months behind the median child in 1964, whereas the brightest and weakest are only 3 months and 3 1/2 months behind. The survey reveals that between 8 % and 9 % of the children about to leave primary schools for secondary schools (11 years of age) have scores that one would expect to be bettered by half the children about to leave infant school (7 years of age).

Seniors : The improvement in the average standards of juniors between 1948 and 1964 was matched by a corresponding advance among seniors up to 1961. In the past 10 years, however, there has been little change in standards. The survey notes that while the scores at the middle of the ability range have stayed constant in the past decade, the upper 30 % and the lower 40 % have lower achievements than 10 years ago.

Sub-groups : The authors observe that the teaching of English to immigrants has improved in the past decade. This is reflected in the findings for 15-year-olds born in England and Wales of immigrant parents. Their mean scores were higher than the mean scores of the indigenous population and much higher than the mean scores of those born abroad.

As might have been expected, pupils from grammar and direct grant schools achieved the best results. Direct grant school average scores were better than the average scores of all types of maintained school. Grammar school scores were higher than those of comprehensives which, in turn, were higher than secondary modern scores.

372.41 : 37.42 (41-4)

Education, 24-III-1972 ; The Times Educational Supplement, 24-III-1972 ; W.F.B.

UNITED KINGDOM : VICE-CHANCELLORS' MEMORANDUM FOR THE PERIOD 1972-1977

The memorandum to the Secretary of State for Education and Science which the Committee of Vice-Chancellors and Principals published at the beginning of March, draws attention to the fact that the number of young people achieving minimum university entrance increased throughout the quinquennium 1967-72. The universities have been reluctant to deny admission to highly qualified candidates and have managed to extend their existing resources so as to provide a total of some 10,000 more student places in the present academic year than was planned when the quinquennium began. In preparation for the 5-year period beginning in autumn 1972 the universities have based their plans broadly on the working hypothesis of a total of 320,000 full-time equivalent students by the year 1976/77 (a growth of between 80,000 and 90,000). Experience suggests that this figure should be regarded as a moderate one, and the Committee would not wish to see it reduced. It is unlikely to imply any increase in the proportion of candidates who find places in the universities.

The memorandum highlights a number of problems at present under discussion. Last year's graduates had more difficulty in finding suitable jobs than their predecessors in many earlier years. "This is not a reason to cut back the growth of universities", the memorandum affirms. "The production of graduates cannot be adjusted to short-term fluctuations in the overall demand for their services, nor indeed would this be a rational policy in the national interest. What has to be recognised is that the nature of graduate employment is constantly changing, and new fields are opening up. It is therefore important that there should be flexibility both within universities in relation to their undergraduate courses, and in the attitudes of employers and students towards the kinds of job in which graduates can appropriately be employed."

On the tasks of the universities the memorandum states : "We believe that the universities are better able than any other establishments to undertake the fundamental research from which all real innovation springs, and that they have a particular advantage also in the development of interdisciplinary research, the value of which in both existing and newly emerging areas of study it is difficult to overestimate". Universities, the Committee points out, are not simply interested in teaching scholars. "To attempt to draw any precise line between what is 'liberal' and what is 'vocational' in the university curriculum is misleading. With few exceptions, university courses are designed to provide both a training for the mind and the intellectual basis for the practice of the professions and of those new occupations which in the modern world must recruit from well educated men and women."

On matters of finance the Committee is of the opinion that conventional measures of cost effectiveness cannot readily be applied to the type of work performed by universities. "It is important that observations about cost, particularly when expressed in terms of the comparative cost of different forms of higher education, should not be over-simplified." The overall cost per student in universities necessarily depends upon the range and character of the subjects taught and upon the proportions and types of graduate work and research.

One of the most difficult problems of the coming 5-year period will be that of ensuring that students have somewhere to live, particularly in view of the growing competition from the polytechnics and other institutions of higher education for the existing supply of lodgings. There is the possibility that the problem of providing residential accomodation might be alleviated by an increase in the proportion of students attending university from home. The Committee believes that students should be free to submit applications to the universities of their choice just as universities have freedom in their selection of candidates. "For this reason we would regard as undesirable any proposal to compel students to be home based. On the other hand, the existing variety of experience within universities suggests that home residence is not always disadvantageous in educational terms. Moreover, because of shortage of accommodation, it may be that for some students in the future the alternative to acceptance of a place at a local university could be non-admission to any university course."

378 (41-4) The Times Higher Education Supplement, 3-III-1972; W.F.B.